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SCOTS

The Scots language in education in Scotland

| 2nd Edition |

| Regional dossiers series |



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Glossary

ASLS	Association for Scottish Literary Studies
CfE	Curriculum for Excellence
ES	Education Scotland
FE	Further Education
HE	Higher Education
HMIE	Her Majesty's Inspectors of Education
HNCs	Higher National Certificates
LTS	Learning and Teaching Scotland
SFC	Scottish Funding Council
SLD	Scottish Language Dictionaries
SVQs	Scottish Vocational Qualifications
TEIs	Teacher Education Institutions

Foreword

background Regional and minority languages are languages that differ from the official state language. The Mercator Research Centre on Multilingualism and Language Learning uses the definition for these languages defined by the European Charter for Regional or Minority Languages (ECRML):

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

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aim The aim of the Regional dossiers series is to provide a concise description of European minority languages in education. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements and support structures, as well as quantitative aspects such as the number of schools, teachers, pupils, and financial investments. Because of the fixed structure the dossiers in the series are easy to compare.

target group The dossiers serve several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions in their own region.

link with Eurydice The format of the Regional dossiers follows the format of Eurydice - the information network on education in Europe - in order

to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents

Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deals with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

1 Introduction

language

Scots, like English, belongs to the Indo-European Germanic language family and is descended from Anglo-Saxon, specifically from a northern form of it, whose speakers had reached the south east of what is now Scotland by the 7th century AD. By this time too, the Scots had come from Ireland with their Gaelic language, and they gradually began to extend their power until, by the 11th century, the King of Scots ruled over most of what is now mainland Scotland, with Gaelic as the dominant language. However, from the eleventh century on strong southern influences came to bear. Many Anglo-Norman noble families and monasteries moved up from north-east England. Although their own language was Norman-French, that of their retainers and followers was a form of northern English with strong Scandinavian influences noticeable in modern Scots. This developing language, then known as *Inglis*, spread very rapidly, especially through trade in the newly-founded burghs, and soon reached most of the east and south-west of the country. Cultural contact led to the importation of new words into the language, from French, Latin, Dutch and Gaelic.

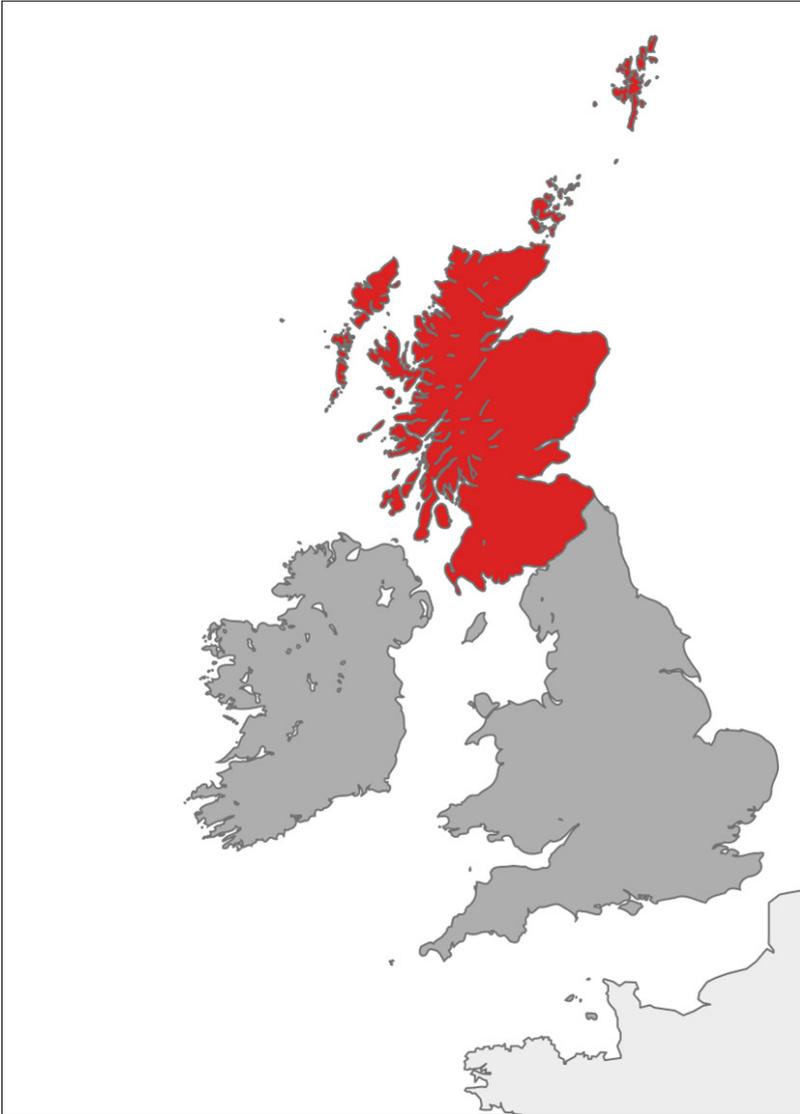
Written records in Scots survived from the late fourteenth century onwards. By the early 16th century, Scots was well on the way to becoming an all-purpose national language, just as modern English was developing south of the border (Gaelic was by now confined to western and northern areas and the Western Isles). However, several events soon led to a process of Anglicisation which has continued to this day: the Scottish Reformation in 1560, the Union of the Crowns in 1603 when the court of James VI moved to London and the Union of the Parliaments in 1707 caused English to become the language of government and formal society, though the vast majority of people continued to speak Scots.

Speakers of the language can be found in all parts of Scotland, less so in the traditionally Gaelic speaking Highlands and Islands. The Scots language has a wide range of dialects. The

Scottish Language Dictionaries (hereafter; SLD) refer to major dialect divisions: Shetland and Orkney, North, Central and South (North is divided into North and North East, Central into East Central, West Central and South West Central). Scots is also spoken in Northern Ireland where it is known as *Ulster Scots*. This dossier is concerned only with Scots spoken in Scotland.

One of the greatest barriers to Scots being acknowledged as a distinct language in Scotland, is its close proximity to English. As both are Germanic languages, with a common root and sharing much vocabulary, modern Scots tends to exist on a continuum with broad Scots at one end and Scottish Standard English (SSE) at the other. The Scots at the broad end of the continuum is phonologically, grammatically, lexically and idiomatically quite different from English. However, for many Scots, particularly in the urban areas, their language might contain a mixture of English with remains of a Scots grammatical structure. All this leads to a denigration of the status of Scots and the frequent accusation that the language is merely an inferior version of English, the better-known world language.

The influence of the mass media and education, mainly delivered in English, contributed to the weakening of Scots as a language of prestige, although some gradual changes in this situation are occasionally becoming evident. The Scottish Parliament, in recess from 1707 until 1999, formed a series of Cross Party Groups. One amongst these was for the Scots Language. The stated aim of this group was “to promote the cause of Scots, inform members of the culture and heritage of the language and highlight the need for action to support it”. The Group, now defunct, launched a *Declaration of Linguistic Rights of Scots*, modelled on the Barcelona Universal Declaration of Linguistic Rights. Matters pertaining to Scots language are now often subsumed into the Parliamentary Cross Party Group on Scottish Culture.



*Figure 1 Map showing the area of Scotland in relation to Great Britain and Ireland.
(Source: Wikimedia Commons: The Free Media Repository – By Cnbrb – Own work, 2007).*

There is frequent debate, amongst language interest groups, about standardisation of the language. There are variations in the spelling of a great part of the Scots vocabulary from region to region. Currently, the SLD present the most common spelling as the headword in an entry, followed by other less common variations. Many Scots users, particularly creative writers, prefer to retain all the variations in Scots orthography. There is, however, another body of Scots speakers and writers who would like to see some form of standardisation. Within this group there is debate about which form of Scots should become the standard.

population

Statistics on the number of Scots speakers became available for the first time in the 2011 national Census. Until then only estimates were available. According to the General Register Office (GRO), which administers the National Census, statistics could not easily be collected for Scots, because many respondents, due to linguistic self-awareness, would not be certain how to respond to the central question “Do you speak Scots?”. Many respondents were uncertain that what they speak is Scots and not grammatically inferior English. However, for the 2001 Census the statistics from a 1996 trial survey from the GRO were used, which suggested an estimated 1.5 million speakers. The GRO researchers acknowledge that their research questions were not as detailed and systematic as another research study of 1995 done by the Aberdeen University Scots Leid Quorum, because the GRO included only reared speakers of the language and did not include learners. The Aberdeen University added a clause in the question “Do you speak Scots?”. The respondents were given the further prompt of “...or a dialect of Scots such as Border etc.” which recorded greater recognition and resulted in the statistic of 2.7 million speakers.

Therefore language activists lobbied the Register to include the question in the hope that this itself will raise a level of awareness about the language. After trials were done, in 2011 it was agreed to include the question and the Census revealed that 1.6 million Scots responded ‘Yes’ to the question, but it is likely that many more do so.

language status Scotland is part of the United Kingdom (UK), but the Scottish Parliament, established in July 1999, had given Scotland a substantial measure of autonomy including legislative and fiscal powers in fields such as education and health, justice and policing, industry and transport. A Referendum on Scottish Independence, held in September 2014, resulted in a 55-45% vote to remain part of the UK, but the main political parties in London promised additional powers to the Scottish Parliament. New powers over some taxes and welfare payments were included in a Scotland Bill passed by the UK Parliament early in 2016.

In 2011, Scots was given Part II recognition through the European Charter for Minority Languages. Scots language policies exist within government bodies such as Creative Scotland and Education Scotland (hereafter; ES), encouraging the protection and maintenance of the language in the Arts and in Education. This has had positive effect on the treatment of the language in the arts and in the educational arrangements for the language Scotland.

**status of
language
education**

Scots currently appears in the Curriculum for Excellence (hereafter; CfE), the Scottish Government's official guidelines for education in Scotland. This document contains the recommendations for the education of Scottish children from the age of 3 to 18 and is implemented by ES. Every educational establishment in Scotland is expected to follow the guidelines and recommendations in this document.

Curriculum and assessment in all schools is governed by the CfE. The curriculum is divided into eight broad areas: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

The language area of the CfE comprises Literacy and English, Literacy and Gàidhlig, Modern Languages, Gaelic (Learners) and Classical Languages. Expressive Arts embraces Art and Design, Music, Drama, Dance and Physical Education, while Health and Wellbeing includes Home Economics and Physical Education.

The curriculum is based around learning experiences and learning outcomes, which built progressively. The framework is less detailed and prescriptive than the 5-14 Curriculum it replaces. It affords schools and teachers considerable autonomy in implementing the guidance, in selecting what to teach and in deciding how to teach it. A small number of teachers have interpreted the language learning approach in such a way that it includes Scots as an additional language and therefore a valid subject of study.

Language Learning in Scotland – “A1+2 Approach (2012) sets out the Scottish government’s ambition for all children and young people in Scotland to learn two languages in addition to their own. The first additional language is known as L2 and is introduced from P1 onwards. The second is referred to as L3, and is studied from P5 onwards. Schools may choose Scots as an L3. As well as language study, cultural and historical aspects of Scots will provide learners with excellent opportunities for learning about their local area and Scotland as a whole. There is also huge potential for the integration of Scots into interdisciplinary learning”(Curriculum for Excellence Briefing 17, p.2)

The use of the words ‘their own’ in terms of a child’s language, is open to interpretation. For many teachers, even if a pupil speaks broad Scots, ‘their own’ language will be considered English and therefore the +2 languages approach will continue to disregard the Scots language.

**education
system**

Although Scotland is part of the United Kingdom, it has its own educational system which is distinct from that of England, Wales and Northern Ireland. Education is one of the powers devolved from Westminster to the Scottish Parliament and there is a Cabinet Secretary and a department for Education and Training within the Scottish government.

As with the rest of the UK, schooling is compulsory for all children between the ages of 5 and 16. There is nursery provision at age 3 and pupils may elect to stay on at school for one or two years beyond the statutory school-leaving age.

private and public There are both private and public schools in Scotland. 95% of the pupils are educated in the public sector of which around 15% are educated in denominational public schools, almost all Roman Catholic. Most private schools are located in the cities and towns, the great majority of denominational schools are located in urban areas in Lowland Scotland.

bilingual education forms Private and denominational schools make only occasional provision for Scots language depending on the interest and knowledge of their teachers.

administration The administration of education in Scotland operates at two levels: at state and local level. The overall responsibility for state-funded education lies with the Scottish Government Education Department. The Minister for Education and Training is ultimately responsible for educational policy but receives advice and guidance from the department and from other relevant agencies. Major funding decisions are taken by the minister.

Educational provision at local level is determined by each of the 32 local authorities. Although funded mainly by central government block grant, the local authority determines the configuration and level of local provision and is responsible for implementing national policies and guidelines within its area. Recruitment of teachers, provision of buildings and resources and in-service teacher training are among the responsibilities of the local authorities. In recent years, a number of functions have been devolved from local authority to school level.

inspection ES is the body responsible for assessing the quality of education at all levels of provision, from nursery through primary and secondary to further and community education. Individual educational establishments are inspected on a rolling programme basis by a team of Her Majesty's Inspectors of Education (Hereafter; HMIE) who also conduct periodic reviews of particular aspects of education across a sample of providers. Local authorities have Quality Enhancement units which mirror the functions of the HMIE and seek to raise standards locally. The

Care Inspectorate monitors standards in pre-school provision. As far back as 1992, the HMIE report on English in the series 'Effective Learning and Teaching in Scottish Secondary Schools' states "it should be the aim of English teaching throughout the secondary school to develop the capacity of every pupil to use, understand and appreciate the native language in its Scots and English forms."

However, there remains an element of subjectivity in the inspection of schools, as there is not a consistent approach to the inclusion of Scots language. Scottish schools have curricular guidelines rather than compulsory subjects.

**support
structure**

ES is the main educational development agency. ES was formed out of a merger between the curriculum development body, Learning and Teaching Scotland (Hereafter; LTS), and HMIE. ES provides the government with advice on curriculum development and produces teaching, learning and assessment materials for schools. The government appointed Scots Language Coordinators to compile resources for education, and has created a team of voluntary Scots Language Ambassadors who are willing to promote Scots in schools in their locality. Bodies such as Association of Scottish Literary Studies (hereafter; ASLS), Scots Language Centre and individual education authorities provide support. An online interactive resource, GLOW, provides support across the curriculum and the SLD provide substantial support in the form of outreach work with a dedicated education officer as well as regular updated project work.

In 2015 a National Scots Scriever was appointed. This post is created and overseen by the National Library of Scotland and Creative Scotland, the Scottish Government's Arts funding body. In 2016 the Scottish Government's Education Minister launched a website of resources available for Scots language in the National Library's collection. This demonstrates a certain amount of support for the language at Scottish Government level. The appointment of a National Scriever alongside the post of National Makar, a Scots poet, permeates through Scots

language activities providing language models and workshops as well as a raised awareness and status for the language.

2 Pre-school education

- target group** Pre-school education is provided for children aged 3 to 5. All 3 and 4 year-olds are entitled to a funded place in a nursery school or class and to a minimum of 600 hours per year.
- structure** Local authorities administer the nursery education service but provision of the nursery facility can be made by private and voluntary sector agencies as well as the public sector. Nursery education may come in the form of classes attached to a primary school and administered by the head teacher of the school or may be provided in a separate nursery school. All nursery provision is non-denominational.
- legislation** Pre-school education is non-statutory but is governed by child-care legislation, included in the Children and Young People (Scotland) Act (2014), the Children's Act (1999) and the Children (Scotland) Act (1995). The Scottish Government's CfE provides guidelines for pre-school education. In the guidance, produced anent the 2014 Act, there is a requirement to consult representatives of parents about their preference for early learning and childcare.
- language use** There are no playgroups or nurseries with Scots as language medium. The language of instruction will exist on the Scottish-English continuum but in the main it will be English. No substantial group of Scots-speaking parents have, as yet, united to request or provide a Scots medium playgroup. The increased provision of nurseries and playgroups for Scottish children has provided an earlier opportunity for children to leave the home environment and language. Observations have been made by the Scots Language Centre that, without Scots speakers in the nurseries and Scots materials such as stories, songs and nursery rhymes, the Anglicisation of children's speech starts at an even earlier age than previously. As with the parents of school-age children, many families wish to encourage adequate English proficiency in their offspring, presuming that their broad Scots is not compatible with this

aim. This opinion still exists because young parents continue to believe that their own school experience, wherein they were taught not to value Scots, is correct. Many parents view Scots as a hindrance to their children's future educational and vocational aims even though the families continue to speak it fluently. This issue is being addressed by the CfE applying at Early Years (3-5 years old) and resources are increasingly being made available.

**teaching
material**

Teaching material is provided by individual playgroup staff and nurseries. There are very few dedicated Scots language resources. Some material, such as poetry or stories, is produced by Scottish Book Trust, the Scots Language Centre or SLD. A small number of Scottish publishers have been involved in translation of texts into Scots. For example, a well-known children's book, *The Gruffalo* by Julia Donaldson, published by MacMillan, has been translated into Scots.

statistics

There are no statistics available on Scots in pre-school education.



3 Primary education

target group Primary education normally begins at age 5 and extends over seven years to age 11.

structure Primary school education is divided into three levels. Primary 1 - Early Level, Primary 2 - 4 – First Level, Primary 5 - 7 – Second Level. Schools are open for 190 days a year with term dates being determined by local education authorities. The normal school week is 25 hours, although there are reduced hours for infants.

legislation Primary school education, in common with other sectors of education, is governed by the Education (Scotland) Act (1980), the Standards in Scotland's Schools etc. Act (2000), the Schools Consultation (Scotland) Act (2010) and the Education (Scotland) Act (2016). Other pieces of legislation, such as the Additional Support for Learning Act (2009) and the Children and Young People (Scotland) Act (2014), also relate to the sector. The CfE, implemented by ES, provides guidelines for education from the ages 3-18.

language use Scots mainly features in primary education as part of the study of poetry and prose. It is not taught as a subject and is used as the medium of instruction only if the teacher's own language happens to be Scots. Still, even if this is the case, many teachers prefer to deliver lessons in Scottish Standard English rather than Scots.

Celebrations of Scots language are often arranged around Burns' Day or St. Andrew's Day and a 'Scottish Week' is a common occurrence in Primary Schools. Scotland's National Centre for Languages (SCILT) has events and newsletter information about many initiatives linking, for example, to European Day of Languages.

Education Scotland's CfE has been the main official document since 2005. This document makes several references to non-standard English and Scots in 'Principles and Practice

in paper in Literacy and English'. The document states the following:

"Texts are defined in the principles and practice paper. They will include texts which are relevant to all areas of learning, and examples of writing by Scottish authors which relate to the history, heritage and culture of Scotland. They may also include writing in Scots, and Gaelic in translation. The languages of Scotland will include the languages which children and young people bring to the classroom and other settings" (p.1).

Scottish Education's 5-14 Guidelines (1992), recognises that the language of a pupil "will sometimes be a dialect and that pupils should be allowed to use their mother tongue throughout the school with community languages displayed, for example, on the classroom walls and used in notices"(p.59). The document also states that "schools' first tasks are to value pupils' spoken language and help pupils to be confident and creative in their own language and become aware of language diversity, appreciating the range of accents. Pupils should be introduced to stories, poems and texts which use dialect.."(p.67).

No formal assessment has been carried out to establish how widespread the teaching of Scots is in Scottish primary schools. Any evidence has been gathered through the study of schools offering in-service training to staff, the responses of teachers to random questioning and the results of a few optional studies by students in teacher education institutions. It is widely accepted that the inclusion of Scots varies greatly across the country, with interested individuals teaching pupils about Scots (though not necessarily in Scots), and non-interested teachers omitting it almost entirely from the curriculum.

**teaching
materials**

Scots teaching material for primary education is often created by the teacher. As with pre-school education, there is little published by mainstream publishers. National bodies such as SLD, Scots Language Centre and Scottish Book Trust complement resources created online by ES. Online resources

such as the Scuilwab from SLD or 'Keen tae ken yer kin' from ES are widely used. A small publisher, b & w, collaborated with Itchy Coo publishers to produce a series of books and translated works such as several Roald Dahl titles as well as poetry and short stories such as 'Smoky Smirr o Rain'.

statistics

There are no statistics available on the teaching of Scots in Scottish primary schools.

4 Secondary education

target group Secondary education is compulsory for all young people from the age of 12 till the age of 16. Many remain at school for a further two years until the age of 18.

structure The secondary school curriculum is divided into two phases. The first three years, known as S1 to S3, provide pupils with a broad general education. In the Senior Phase, from the 4th to the 6th year, there is more specialisation as pupils work towards the National Qualifications. In the optional 5th and 6th years, pupils follow programmes of study determined by the Higher and Advanced Higher syllabus and assessment arrangements. Pupils have the option of studying for these examinations at Further Education Colleges as well as at secondary school, but the vast majority elect to continue at school.

Next to the National Qualifications 1-5, Higher and Advanced Higher certificates that can be attained in secondary education, a Scottish Studies Award has recently been introduced.

As in primary education, curriculum and assessment in secondary schools is governed by the CfE. The curriculum is organised around the same eight broad areas: Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. The Language area of the CfE comprises Literacy and English, Literacy and Gàidhlig, Modern Languages, Gaelic (Learners) and Classical Languages. Expressive Arts embraces Art and Design, Music, Drama, Dance and Physical Education, while Health and Wellbeing includes Home Economics and Physical Education. Social Studies covers History, Geography, Modern Studies, Economics, Geology and Travel and Tourism. Biology, Chemistry and Physics constitute the Sciences while Technologies encompasses Computing, Design, Business and Practical Technologies such as Craft skills, Metalworking and Woodworking. Mathematics included Numeracy across Learning.

legislation The main instrument of legislation governing secondary education is the Education (Scotland) Act (1980). The provisions of this Act have been supplemented by pieces of legislation such as the Scottish Parliament's Standards in Scotland's Schools etc. Act (2000), the Schools Consultation (Scotland) Act (2010) and the Education (Scotland) Act (2016). Other pieces of legislation such as the Additional Support for Learning Act (2009) and the Children and Young People (Scotland) Act (2014) also have application. The Scottish Government's CfE, implemented by ES, provides guidelines for education from 3-18.

language use Scots is rarely the language of instruction and if the teacher is Scottish then instruction may occur somewhere on the Scottish-English continuum. Scots-language teaching is mainly, but no longer exclusively, subsumed into the English departments of Scottish secondary schools. There is no discrete department for Scots and it is not taught as a language. However, some schools are introducing Scottish Studies Departments and the Scots Language Award, which is launched in 2014 to give pupils the opportunity to study the history and development of the Scots language and helps them to understand Scots and to communicate in the Scots language. These innovations should encourage more teachers and pupils to introduce Scots into the curriculum.

Generally, if included in the curriculum, the Scots language is introduced to the pupils through literature. Some teachers whose natural voice is Scots will deliver lessons in this, although there are no written textbooks in which the medium of instruction is Scots. For teachers of English, the model user of 'good speech', there are considerable difficulties incurred in using Scots as the medium of education.

It is compulsory at Higher National level that pupils study a Scottish text although, in practice, this might be written in English rather than in Scots language. It is therefore possible for some pupils to receive no introduction to Scots literature or language throughout the duration of their school life.

The Scots language and poetry is being celebrated at schools on the 25th of January, the birthdate of Robert Burns, the 18th century Scots poet, or on St. Andrew's Day, the Scottish patron saint's day. The bard's works are recited and Scottish themes embraced on these days. The Scottish language is presented to the pupils as a worthy language. Unfortunately, outwith 25th of January, the status of and the attention to the language at schools sinks, even for fluent native speakers of Scots whose family language is Scots. This is of great concern to supporters of the language. For some pupils, if the teaching staff are enthusiastic and knowledgeable, the situation is improving.

Scots is sometimes used as the language of instruction in other subject departments by Scots-speaking secondary teachers. There is often no official schools' policy on the use of Scots by teaching staff. There is still occasional reported condemnation of pupils who speak Scots. Many pupils give anecdotal information of their own personal experiences in which they are asked to repeat statements in English rather than Scots, the most common being the use of 'yes' being encouraged rather than 'aye'. Generally, the use of Scots by pupils and teachers is not discussed or given consideration as an issue of importance.

The study, examination and assessment of a Scottish text is now required by syllabus arrangements. However, these texts need not to be written in Scots. It is possible for a pupil to undertake a Scottish language topic as a specialist study for Higher English. This opportunity is very occasionally taken. Candidates are encouraged 'to write in Scots where appropriate' as part of their creative writing paper. At Advanced Higher Level, in the 6th year of secondary education, there were optional units on Scottish Language, but these have now been merged into a general language paper. Again, the literature sections might be set in or based upon the Scottish culture and society, but are written in English.

a marked improvement in the provision of teaching and learning materials in the past decade since the establishment of Scots Language Coordinators. Originally, a Ministerial Working Party recommended the appointment of 5 coordinators. In the first two years four were appointed. Unfortunately, there currently is only one coordinator. This has been met with disappointment in Scots language communities.

ES has a dedicated website for Scots, with links to several projects. There are a range of resources to be found, as well as a teachers' forum named 'Scotslanguageblethersite'. A project entitled 'Keen tae ken yer kin' links schools in different areas and encourages exchange of dialects. However, there is still a substantial load on schools and teachers to produce their own materials and resources for Scots language teaching. Opportunities to upload these are available through an online site GLOW.

Commercial publishers are reluctant to produce Scots language material for a relatively small market. The highly successful Kist/A' Chiste' Scottish Language project was launched in 1996, an anthology of Scots and Gaelic literature, accompanied by audio tapes, and teacher and classroom support materials. This was co-funded by the then Scottish Consultative Council on the Curriculum (now ES) and a commercial London publisher. Material was supplied by education authorities across the country. It is now partially out-of print. The anthology is still available and the audio tapes are digitally reproduced although the photocopiable teacher notes and handbook are no longer available.

Another London publisher launched 'Turnstones 1' in 2001, a language book for first year secondary pupils. The first of a set of six books for each year of the secondary curriculum. These books incorporated Scots and English together but are no longer in print.

For many years the ASLS, an academic body, produced materials suitable for the secondary Scottish curriculum. Various other small publishers produce limited amounts of Scots material when grant funding is available.

Shorter and online dictionaries, some specifically for schools, are published by the SLD, as well as websites and educational resources. SLD's Outreach and Education Officer is developing a vibrant outreach programme in the UK and abroad. Schools and teachers all over Scotland are supported in the use of Scots in the classroom of adult groups who wish to explore our linguistic heritage. Worldwide Outreach is another area that SLD is developing through information on their website and in the distribution of an e-Newsletter.

SLD has an interactive website in Scots, entitled 'Scuilwab', for children and young people (3+ to 18+). The app 'Scots Dictionary for Schools' is created which links to The Essential Scots Dictionary and to the online Dictionary of the Scots Language. A new Concise Scots Dictionary is to be published by SLD in 2017.

statistics

There are no statistics available on the teaching of Scots in Scottish secondary schools.

5 Vocational education

target group	Vocational education begins after the school-leaving age of 16.
structure	Vocational education is provided mainly by Further Education (hereafter; FE) colleges, although there is also significant provision in the senior phase of secondary school. In addition to the National Qualifications courses, FE colleges offer a wide range of vocational qualifications including Higher National Certificates (hereafter; HNCs), Higher National Diplomas, Professional Development Awards and Scottish Vocational Qualifications (hereafter; SVQs). SVQs relate closely to the work situation and to competence at work.
legislation	<p>The principle legislative instruments governing vocational education are the Further and Higher Education Act (Scotland) (1992) and the Post-16 Education (Scotland) Act (2013). Scotland's FE colleges, most of which had previously been run by local authorities, became independent entities following the 1992 Act. The 2013 Act introduced far reaching changes in FE and created a new landscape of regional colleges. That involved unifications of many colleges in urban areas and has led to a reduction in the number of colleges from 42 to 26.</p> <p>Vocational education lies within the remit of the Department of Education and Training. The colleges are funded by the Scottish Funding Council (hereafter; SFC).</p>
language use	Scots is not taught as a subject in any vocational or further educational establishments. The lecturer may speak informally in Scots, or occasionally deliver lectures through the medium of Scots or Scottish-English, if it is the lecturer's native language. There is no official policy on the use of Scots in FE.
teaching material	Scots teaching material is provided by online references and resources on the ES website. Materials from SLD, Scottish Book Trust and Scots Language Centre are small in number but used where materials are required. The Association of Scottish Literary Studies, based in Glasgow University, publishes a

wide range of literary texts for use in secondary schools and vocational institutions.

statistics

There are no statistics available on the teaching of Scots in vocational establishments

6 Higher Education

structure

There are 13 universities in Scotland of which 10 are located in the cities of Aberdeen, Edinburgh, Glasgow and Dundee. The longest established universities are the universities of Aberdeen, Edinburgh, Glasgow and St. Andrews. The University of the Highlands and Islands is Scotland's newest university, which acquired University title in 2011. It is a federal, collegiate institution with campuses throughout the Highlands and Islands. In the south west of Scotland the Crichton Campus in Dumfries hosts a Glasgow University Campus, which delivers Humanities courses including Scottish Studies. It is also an umbrella campus for several vocational colleges, such as Nursing and Business and Teacher training. The main type of degree course in Scottish universities is the four year honours course but students may elect to take a three year ordinary degree course.

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The Higher Education (hereafter; HE) sector also includes a number of other institutions, such as The Royal Conservatoire of Scotland (formerly the Royal Scottish Academy of Music and Drama) and Glasgow School of Art. All HE institutions are funded by the SFC which operates in a similar way to the Higher Education Funding Council in England and Wales.

legislation

The principle legislative instrument governing HE is the Further and Higher Education (Scotland) Act.

language use

Scots language has received a lot of attention at HE level world-wide, with a good deal of research being undertaken on various aspects. The key programmes in universities that focus on language, as opposed to more broadly literary studies, are in the 'ancient' Scottish universities of Aberdeen, Edinburgh and Glasgow. At Aberdeen University a team delivers courses on Language and Linguistics, including a substantial amount of Scots material; in Edinburgh there is a course on the History of Scots and in Glasgow's English Language and Linguistics Department there is offered a comprehensive programme on Scots, ranging from course components offered with the Scottish

Literature degree through to honours courses on the history of Scots and English in Scotland.

teacher training Teachers in Scotland are trained in Teacher Education Institutions (hereafter; TEIs), most of which were free-standing colleges but now form schools within universities. There are eight TEIs, the largest of which is the Faculty of Education of the University of Strathclyde in Glasgow.

There is no requirement for student teachers to study Scots. Generally, reference to the language exists in the English Department. In terms of qualifications, the Scots texts in the Higher Exam, the Scots Language Award and Scottish Studies have created interest from practitioners. Some students elect to research and write about Scots as part of a dissertation or thesis. The Faculty of Education of Strathclyde University introduced a taster session (compulsory for all 3rd year Bachelors of Education) of two hours on promoting Scots in the classroom and an Extended Study (10 hours) for third year students (around 15 each year). The University of Glasgow has introduced an elective in Children's Literature and this includes coverage of Scottish texts and texts in Scots.

The Open University in Scotland (OUiS) and The Open University School of Languages and Applied Linguistics have been working to develop Scots language and literature related resources. It is envisaged that the principal target audience (i.e. the learners) for the course will be 'learning facilitators' encompassing school teachers, community educators, and educators in prisons. The aim is to contribute to the continuing professional development of teachers (and other tutors). In particular, the course is intended to complement the past and continuing activity of Education Scotland in this field.

pre-school training

Early Years managers and lead practitioners are expected to have a degree qualification such as a BA Childhood Practice. Nursery schools and classes run by local authorities are usually staffed by qualified teachers many of whom will have a certificate in Early Years Education or by child development officers who

require a HNC in Early Education and Childcare. The HNC and the SVQ in Children's Care, Learning and Development Care are the qualifications held by most of the Early Years workforce. Some staff will have the award of Professional Graduate Diploma at primary level, but this is not a necessary requirement.

primary training

Students train to be primary teachers in two main ways. The majority enters the profession through a four year course leading to a Bachelor of Education (honours) degree. A substantial proportion of students train to be primary teachers through the postgraduate route. After completing their first degree, they undertake a one-year training programme leading to the award of a postgraduate certificate in education (primary).

secondary training

There are also two routes into secondary teaching. The vast majority of students train to be secondary teachers through the one-year postgraduate certificate in education (secondary) course. To qualify for this course, they must have a minimum three-year period of progressive study in one or more subject disciplines in their first degree. The other entry route into secondary teaching is through a concurrent degree course whereby students engage in professional training while completing their first degree. A small percentage enters the profession by this route. Pre-service training of secondary teachers was traditionally provided at Aberdeen and Strathclyde but has now been extended to University of the Highlands and Islands and the University of Edinburgh.

in-service training

In-service training is mainly provided at local authority and school level. Teachers are required to undertake in-service training on a certain number of days per year when schools are closed to pupils. Staff can also attend in-service courses at points during the school term. Teachers can convert from secondary to primary or qualify to teach another secondary

subject through a one-term Additional Teaching Qualification course offered at TEI.

There is no systematic or regular provision of in-service training for teachers at secondary level. All in-service is at the discretion of individual education authorities in Scotland. Priorities of the Scottish Executive, resulting in increased funding for particular subject areas, can influence in-service provision. A General Teaching Council professional award has been introduced.

Provision for Scots language in in-service training reached a particular high level in 1992 after the publication of the 5-14 National Guidelines from the Scottish Executive. As Scottish culture was given supportive encouragement in the document, some education authorities provided in-service training for staff. Since then the introduction of CfE with its positive support for Scots, has strengthened the call for greater inclusion in the curriculum. The appointment of Scots Language Coordinators, after the suggestion of the Scottish Parliament's Working Party, has also provided some in-service training across the country. However, only one coordinator now exists for the entire country. ES and local authorities occasionally offer courses as well. The annual ASLS Schools and Further Education Conference offers a language paper each year and often focusses on Scots and Gaelic.

statistics

There are no statistics available for the teaching of Scots in higher education.

7 Adult education

**structure and
language
courses**

Education for adults in Scotland is provided by local authorities through Community Education Departments, by Higher and Further Education institutions through Departments of Adult or Continuing Education and by a range of public and private agencies. The sector has been boosted in the recent past by government promotion of the concept of Lifelong Learning. This has led to initiatives such as the introduction of individual learning accounts by which an adult undertaking a training programme receives a contribution (£ 200) towards the cost of a course or class. The emphasis on lifelong learning and the trend towards early retirement from work has led to increased provision of daytime classes in universities and colleges.

language use

Opportunities occasionally exist for adults to attend Scots-language classes in a small number of locations, though not on a regular basis. Intermittently, universities and colleges provide classes, for example in Edinburgh, Perth, Dundee and Aberdeen, although often these are less about becoming a proficient Scots speaker and more about literature in the language. They are also more focused on cultural and historical aspects of the language or on creative writing rather than learning to speak the language.

statistics

There are no statistics available for the teaching of Scots in Adult Education.

8 Educational research

Post-graduate research into aspects of Scots takes place at various institutes around the world. However, this activity is patchy and is not systematic. Bodies in Scotland that act as a focus for research are the Elphinstone Institute at the University of Aberdeen, which focuses particularly on the sociological situation in North East Scotland, and the Department of Celtic and Scottish Studies of the Edinburgh University which focuses on ethnology of Scottish folk culture. Occasionally, conferences take place in which research results are being examined. The School of Philosophy, Psychology and Language Sciences for example hosted the conference 'Celebrating research on Scots and Scottish English' at the Edinburgh University.

There are also individual researchers who have focused on Scots. For example, the Lowing Study looked at the incorporation of Scots into the classroom and identified that there is more engagement of students who normally have problems with their behaviour in class, because they discover that in the Scots lessons they can have a positive contribution.

Several surveys by individual bodies have taken place as well. In 2010 the Scottish government did a survey about the public attitudes towards Scots language. The Association of Scottish Literary Studies did a survey too about Scots in School and the SQA conducted a survey in 2013 about the Scottish Studies Award. The education subgroup of the Cross Party Group in Scots Language conducted a national survey of teacher attitudes towards Scots in 2010. Teachers identified three main areas where support is urgently needed in order to deliver effective Scots language learning within the curriculum: more Scots language training, more Scots language teaching resources and a higher status for Scots language within the Curriculum of Excellence.

Glasgow University has created a searchable computerised corpus of Scotland's languages, beginning with written and spoken contemporary Scots/Scottish English. The Scottish

Corpora project has created large electronic corpora of written and spoken texts for the languages of Scotland. The Scottish Corpus of Texts & Speech (SCOTS) has been online since November 2004 and, after a number of updates and additions, it has reached a total of nearly 4.6 million words of text, with audio recordings to accompany many of the spoken texts. A sister resource, the Corpus of Modern Scottish Writing, was launched in 2010, and now comprises 5.4 million words of written text with accompanying images.

A general problem lies in where the academic study of Scots should be situated. There are no specific Scots departments in Scottish universities. At Edinburgh University, Scots research takes place in the Department of Linguistics and English Language, and also in the Department of Celtic and Scottish Studies. At Glasgow University it is in the Department of English Language and in the Department of Scottish Literature that the language is studied. Scottish literature, which includes Scots, is studied in the English departments at the universities of Edinburgh, Aberdeen, Stirling, St. Andrews and Strathclyde. Scots language dictionary research is carried out by SLD. It makes available the dictionary of the older Scottish tongue and the Scottish National Dictionary (separately, not integrated) plus supplements which are more modern, building on the historical dictionaries.

9 Prospects

In summary, although there is no compulsory Scots education, an increasing number of schools, particularly in primary schools, are including Scots language in their curriculum. The amount taught varies according to the enthusiasm and interest of individual teachers of which there are many across the country. Similarly, at the secondary school level, while sometimes the study of literature in Scots can be studied, the encouragement of the spoken language remains low. The prospects for the language, therefore, remain uncertain, although it receives greater recognition and focus and social acceptability than ever before. Barriers still exist for the use of denser varieties of the language as a medium for education although the inclusion of literature in Scots seems less controversial. The fact that there is now some official status for the language through supportive statements made in national documents from Scottish government, Creative Scotland and Education Scotland, also gives cause for optimism about its future.

material

The provision of material(s) remains a cause for concern as publishing new material(s) and maintaining resources already in print are areas of major difficulty. Publishers are reluctant to publish for such a small market. Without ring fencing funds or providing more assistance for materials and in-service for teachers, the teaching of Scots will continue to be conducted by a minority of interested teachers.

The Glasgow/Edinburgh University launch of a new corpus of Scots text and speech and the recent grant of a National Lottery Award for the production of educational materials are important stimuli for the publication of more resources.

legislation

The return of a Scottish parliament in Edinburgh, following political devolution in the UK, has heralded a more optimistic future for the Scots language. In 2010, a Ministerial Working Group on the Scots Language was established. The Group was convened with the remit of devising and presenting a vision for the development of Scots language, with realistic

recommendations on how this vision may be achieved. They published their report in 2010 and one of these recommendations was that “the Scottish Government should develop a national Scots Language policy” (part 2). Building on this, in 2011 the Scottish Government adopted key Manifesto Commitments, one of which sought to “develop a national Scots language policy”. As a result of these commitments, a policy was officially launched in September 2015. This national Scots policy sets out the Scottish Government’s position in the Scots language, its aims and objectives for Scots and the practical steps to achieve these. It has been developed in co-operation with a number of key interests and will be reviewed periodically. “The Scots language is an essential element of the culture and heritage of Scotland. For many of us, it is a familiar aspect of our song, poetry and literature and a recognised feature of how we express ourselves in our community life” (Scottish Government/Education Scotland: Scots Language Policy, 2015, p.1).

Scots language is only spoken within Scotland and is not used anywhere else in the world by a community of significant number of extent. Therefore steps need to be taken within Scotland to ensure its preservation. The 2011 census indicated that over 1.5 million people identified themselves as Scots speakers. It is, therefore, right that Scots should continue to be reflected in education, arts, media and more.

The Scottish government will promote and support Scots and encourage its respect and recognition in order that, what for many is the language of the home, can be used in other areas of Scottish life. A Ministerial Working Party recommended the creation of five Scots Language Education Coordinators. Four were established, however, after two years there is now only one remaining. The former Cross Party Group on Scots Language has compiled a Statement of Linguistic Rights for Scots.

Another positive development was the ratification of the European Charter for Scots for Part II. Creative Scotland, the Scottish Government’s Arts funding body, has launched a Scots language policy promoting the use of the language across art forms, stating “We support the status of Scots, alongside

Gaelic and English, as one of the three indigenous languages of Scotland”.

public support

In the past, a major obstacle has been the perception of Scots. A large majority of the Scottish people, including good Scots speakers, see it as an inferior version of English, despite its vibrant existence in family life, literature and society. Greater inclusion in the media, formal situations and education of the Scots language would certainly help to upgrade the inferior status of Scots. However, this seems to have improved in recent years and the voice of Scots is increasingly heard in public life. On radio, television and in formal situations, the language can be heard and the status of the language has improved in recent years.

Current international research confirms both the value of first language literacy as well as the potential economic benefits of Scots in the field of cultural tourism. It is to be hoped these might also assist in improving prospects for the language in coming years. Some businesses have recognised the unique selling point of the language and have incorporated it into advertisements and brochures.

Activists and supporters of the language continue to campaign very hard to alter the status and provision for Scots. Many strive for a structured approach to language planning and maintenance and it remains a complex area. A basic human rights issue is being ignored when fluent speakers of the language receive no education in or about their own language. With the inclusion of Scots into education and government policies, a positive ethos exists in many quarters.

While obstacles of perception and finance still exist, it seems logical to take an optimistic viewpoint that the prospects for the language in public life are good. With its own Scottish parliament, education system and publicly-funded arts body, the language's future is in Scottish hands. The voice of the Scottish population is still predominantly Scots, albeit at different points on the Scots/Scottish-English continuum, thus auguring well.

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Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- European Commission** <http://ec.europa.eu/languages>
The website of the European Commission gives information about the EU's support for language diversity.
- Council of Europe** <http://conventions.coe.int>
European Charter for Regional or Minority Languages (1992) and Framework Convention for the Protection of National Minorities (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** <http://eacea.ec.europa.eu/education/eurydice>
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

In this database you will find research papers produced by the European Parliament's research service. A study for the CULT Committee, conducted by Mercator, is published in 2017: *Minority Languages and Education: Best Practices and Pitfalls*.

NPLD

<http://www.npld.eu>

The Network to Promote Linguistic Diversity (NPLD) is a European wide network working in the field of language policy & planning for Constitutional, Regional and Small-State Languages (CRSS) across Europe.

FUEN

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